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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) developmental patterns of good and poor readers; (2) teacher perception of principal leadership behavior and student reading achievement; (3) cognitive style and students' ability to perform reading tasks in content areas; (4) the acquisition and transfer of a new reading skill in students with high or low self-concept; (5) the effect of nonpromotion on self-concept and reading achievement; (6) variables that affect reading interests and abilities in junior high school students; (7) demonstrated story grammar usage and beginning reading success; (8) reading strategies of low, average, and high ability readers across selected content areas; (9) the relationships between structured and nonstructured television viewing and reading achievement among fourth grade students; and (10) secondary school students' perceptions of self- and peer-reading behaviors, attitudes, and evaluations. (HOD)

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Reading Achievement:

Characteristics Associated with Success and Failure

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1982 (Vol. 43 Nos. 1 through 6).

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of the
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DEVELOPMENTAL PATTERNS OF GOOD AND POOR READERS: A COMPARISON

Order No. DA8223246

ALTSHULER, JULIE MALLER, ED.D. *Harvard University*, 1982. 162pp.

This study had two main objectives: (1) to seek empirical data which will contribute to the resolution of the controversy as to whether most reading difficulties tend to be rooted primarily in the pupil's general language deficiencies or in the more specific reading skill of word identification, and (2) to construct an improved "map" of the reading development paths of good and poor readers in the elementary grades.

The total sample was composed of 79 children from the third (14 good and 14 poor readers), the fifth (12 good and 12 poor readers), and the seventh (14 good and 13 poor readers) grades in the public schools of a Boston suburb.

Four measures of reading subskill development were used: (1) oral reading of letter names, (2) oral reading of single words, (3) oral reading of connected text, and (4) a test of general vocabulary knowledge that did not require any reading.

At least two significant implications flow from the findings. First, reading skill is acquired along several developmental subskill dimensions: first, accuracy and speed with respect to letters, next accuracy and speed with respect to single words, and finally accuracy and speed with respect to connected texts. Reading skill acquisition is hierarchical with respect to the difficulty of the words and text assigned. It develops first with easier words and then with more difficult words, and similarly with respect to easier and more difficult text.

Speaking generally, the poor readers (in grades 3, 5 and 7) as defined for the purposes of this study (10th to 40th percentile on the CTBS) lagged about two years behind the good readers (60th to 90th percentile) in oral reading of single words and vocabulary knowledge. That is, the poor readers in grades 5 and 7 did not differ significantly from good readers two grades below them. Second, developmental patterns for individuals were considerably more variable than group patterns, particularly for younger poor readers.

The findings tend to confirm those of Chall (1979) and Doehring (1976), that reading skill acquisition is essentially made up of several component subskills that are acquired at different times. The findings also suggest that word identification deficiencies contribute to reading problems at the third and fifth grades, but not at the seventh grade, where general language deficiencies are more important.

THE DEVELOPMENT AND VALIDATION OF TWO ATTITUDE SCALES AND AN INVESTIGATION OF THE RELATIONSHIPS AMONG SELECTED ATTITUDE AND READING ACHIEVEMENT VARIABLES

Order No. DA8224585

ANDERSON, ORA STERLING, PH.D. *University of Maryland*, 1982. 128pp. Supervisor: Dr. Linda B. Gambrell

There were two major purposes of this research. They were: (1) to develop and validate two attitude scales for third and sixth grade students, and (2) to determine the relationships among attitude towards reading, self-concept as a reader and reading achievements at third and sixth grade levels. The hypotheses were: (1) Attitude towards reading consists of discrete factors (value of reading and self-concept as a reader) which can be identified and measured. (2) There will be a significant relationship between value of reading and reading achievement for third and sixth graders. (3) There will be a significant relationship between self-concept as a reader and reading achievement for third and sixth graders. (4) There will be significant differences among above average, average, and below average readers on the Value of Reading Scale and the Self-Concept As A Reader Scale for third and sixth graders. (5) There will be no grade level differences on the Value of Reading Scale and the Self-Concept As A Reader Scale for third and six graders. (6) There will be no sex differences on the Value of Reading Scale and the Self-Concept As A Reader Scale for third and sixth graders.

Procedures. Subjects were 484 third and sixth graders from six public schools representing diversified communities in Maryland. The instrumentation employed for validation of the attitude scales was: (1) Value of Reading was measured by *The Estes Attitude Scales*. (2) Self-Concept As A Reader was measured by the Coopersmith *Self-Esteem Inventory*. (3) Existing reading achievement test scores were obtained to determine the relationship of Value of Reading, Self-Concept As A Reader, and reading achievement.

Findings. This study developed and validated two ten-statement instruments, Value of Reading and Self-Concept As A Reader, for third and sixth graders. Two factors, Value of Reading and Self-Concept As A Reader, were determined. Test-retest procedures revealed reliability coefficients of .72 for Value of Reading and .63 for Self-Concept As A Reader. Non-significant relationships were determined among Value of Reading, Self-Concept As A Reader, and reading achievement for third and sixth graders. Significant relationships were determined for performance by ability level, grade level, and sex. Males scored higher than females. Additional validation research is recommended.

THE RELATIONSHIP BETWEEN TEACHER PERCEPTION OF PRINCIPAL LEADERSHIP BEHAVIOR AND STUDENT READING ACHIEVEMENT IN SELECTED ELEMENTARY SCHOOLS

Order No. DA8227048

ARCHBOLD, GLORIA JEAN KIBBLE, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1982. 107pp. Major Professor: James Whitlock

The purpose of this study was to determine whether there is a relationship between the leadership behavior of principals for elementary schools ranked high with respect to learner reading achievement as compared with elementary schools ranked low with respect to learner reading achievement.

The investigation was based on the responses of 130 teachers from 13 elementary schools in a westside school district of Chicago. The teacher responses were obtained from the two key dimensions of leader behavior measured by the Leader Behavior Description Questionnaire. The composite reading achievement scores of students in grades 2-6 on the Iowa Tests of Basic Skills for school years 1978-79, 1979-80, and 1980-81 were used in classifying schools as high or low achieving.

The data analysis from this study indicated that principals perceived as exhibiting high consideration and high initiating structure are more likely to be found in elementary schools exhibiting a higher level of student reading achievement. It was also determined that principals perceived as exhibiting high consideration and low initiating structure are likely to be found in elementary schools exhibiting a lower level of student achievement. Principals perceived as exhibiting low consideration and low initiating structure were not linked to either lower or higher levels of student reading achievement. Because of the small sample, the relationship between principals exhibiting low consideration and high initiating structure and student reading achievement was inconclusive.

SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF SELF- AND PEER-READING BEHAVIORS, ATTITUDES, AND EVALUATIONS

Order No. DA8214960

BAKER, ROBERT MILUM, PH.D. *The University of Michigan*, 1982. 257pp. Chairperson: Warren G. Palmer

The primary purpose of this study was to investigate the impact of peer influence upon the reading achievement of secondary-school students. A further purpose was to suggest greater utility of peer influence for the promotion of reading achievement.

Subjects for this study were 262 volunteer participants, 114 girls and 148 boys from the ninth- and twelfth-grades who represented the high-school populations of two parochial schools--a girls academy and a boys academy. Selection was made by the participating institutions on the bases of student choice, parental consent, and institutional convenience.

The students were subjected to Part I of the Diagnostic Reading Test Survey Section and a Peer-Influence Questionnaire designed by the investigator.

The rationale was based upon the Pygmalion studies of Rosenthal and Jacobson and upon the adolescence studies of Erikson.

The data was submitted to t-tests and analysis of variance. Significant differences between group responses reflected peer independence, while non-significance of difference between categories of response was considered evidence of peer influence between category subjects.

Major Findings. Peer Influence was in evidence among the comparable categories of sex, grade, reading achievement, and socio-economic class.

In reference to the main purposes of the study, there was no evidence that peer influence was more or less operative among reading achievement categories. However, significant levels of peer influence occurred consistently among Below-Average-Reading Achievers in their reported reading habits and reading associated activities, while greater peer independence was in evidence for Above-Average-Reading Achievers.

For greater utility of peer influence in the promotion of reading achievement, these findings would suggest more group oriented instructional activities among below-average-reading achievers, team efforts such as college bowl competition, cooperative experiences in learning such as the exchange of coach-learner roles in specific reading exercises, and participation in dramatic readings with student peers.

THE RELATIONSHIP OF READING ACHIEVEMENT TO VISUAL AND AUDITORY PERCEPTUAL RECALL FOR ELEMENTARY SCHOOL PUPILS IN A MULTI-ETHNIC SETTING

Order No. DA8214262

BARBER, VICTORIA LYNN BRUMMEL, ED.D. *University of the Pacific*, 1982. 142pp. Chairman: Dr. Heath Lowry

This study was undertaken to explore the relationship between perceptual recall abilities and academic performance in the area of reading.

The nature of the perceptual recall to be examined was a digit span approach with both visual-motor and auditory-motor modalities included. The study examined the relationship between pupils' performance on a group sensory instrument, the *Learning Predictor*, and the pupils' standing in reading achievement of *above, on,* or *below* grade level.

A large sample of 1,011 pupils from three elementary schools in Sacramento County, California, was included within the study. Each pupil within the study was administered the *Learning Predictor*. Grade level, school name, sex, ethnicity, and the reading achievement level were recorded for the participating pupils.

The data gathered on individual pupils facilitated a study of the relationship of each factor to the pupils' performance on the *Learning Predictor*. The affect of gender, grade level, and ethnicity of a pupil was explored through an analysis of covariance and stepwise multiple regression. The relationship of reading achievement for elementary school pupils to perceptual recall functioning was examined in detail. The relationship between the two modalities of visual perceptual recall and auditory perceptual recall was also investigated.

The results of this study indicated that a significant positive relationship existed between perceptual recall skills and reading achievement for elementary school pupils. Data also established that below grade level readers have difficulty in processing both visual and auditory stimuli. The results of the study also noted that as reading achievement increased, a corresponding increase in perceptual recall skills could be found.

The data obtained support the conclusion that pupils who do process the appropriate amount of information are likely to have difficulty academically. The relationship of reading achievement was studied with both visual and auditory perceptual recall skills. Regardless of the input modality, most poor readers had difficulty processing the appropriate amount of stimuli commensurate with their age. The establishment of the positive relationship among reading achievement and visual and auditory perceptual recall skills suggests that reading may not be purely a single modality task.

EFFECTS OF SELECTED PARENT-CHILD ACTIVITIES ON SECOND GRADE READING ACHIEVEMENT, ATTENDANCE AND TARDINESS

Order No. DA8224774

BIRD, ROY B., ED.D. *Brigham Young University*, 1982. 202pp. Chairman: Callis R. Harms

It was the purpose of the study to compare the effects of three types of parent-child activities on the growth of second grade reading achievement and compare the effects of the activities on attendance and tardiness patterns. Three hundred second grade students were assigned to one of three treatment groups or the control group of which 240 English and Spanish readers completed some portion of a treatment or were in the control group. The treatments were *Parent and Child*, a parent-child communication program, *Families Learning Together*, which used the home learning recipe concept developed by Dorothy Rich, and *Parents In Reading*, a direct parent-child reading program. The research design was a pretest-posttest control group design with matching of specific groups. Findings of the study were that there was no significant difference in the reading achievement of English or Spanish readers or in the attendance and tardiness patterns of students involved in the activities. Findings do not support the belief that parent-child activities lead to increased achievement.

and physical punishment. These findings, though exploratory in nature, seem to imply that parental accepance plays a role in the process by which adolescents become effective parents.

Recommendations were made for adolescent parent education programs and for future research on improved assessment techniques and replication using diverse populations.

COGNITIVE STYLE AND STUDENTS' ABILITY TO PERFORM READING TASKS IN CONTENT AREAS

Order No. DA8224500

BIRMINGHAM, ANNE, PH.D. *Hofstra University*, 1982. 223pp.

This investigation revolved around four major variables: cognitive style (field-dependence, field-independence); reading tasks (main idea, major details, summarization, closure); content areas (social studies, science, literature); and sex.

The general purposes of the study were: (1) to determine whether there were any significant differences between field-dependent students and field-independent students in the performance of four reading tasks in three content areas; and (2) to determine whether there were any significant differences between the male and female field-dependent students and the male and female field-independent students in the performance of four reading tasks in three content areas.

Two hundred forty students were randomly selected from thirteen classes in four schools in a suburban, middle class, public school system in the greater New York area. All were administered the Group Embedded Figures Test as a means of identifying their cognitive style. Sixty students, thirty field-dependent (fifteen males, fifteen females) and thirty field-independent (fifteen males, fifteen females), were selected from the group. After reading levels were obtained, the four reading tasks in three content areas were administered.

A multivariate analysis of variance (MANOVA) was applied to the six hypotheses generated for this study to determine if there were significant differences. Level of significance for these hypotheses were at the .05 level.

The first hypothesis predicted differences between field-dependent and field-independent students across the aggregate of tasks and content areas while the second predicted differences across the aggregate of tasks in each content area. Both were rejected.

The third hypothesis predicted differences between both groups in each task across the aggregate of content areas. This was rejected except for the closure task across the aggregate of content areas. The fourth predicted differences for each task in each content area. This hypothesis was rejected except for the closure task in both the social studies and science content areas.

The fifth and sixth hypotheses predicted differences for cognitive style and sex differences in each task in each content area. Again only the closure tasks in social studies and science showed differences. The hypotheses were rejected.

RELATIONSHIPS AMONG PARENTS' QUESTIONS, CHILDREN'S READING ACHIEVEMENT, AND PARTICIPATION IN THE PARENT EDUCATION FOLLOW THROUGH PROGRAM

Order No. DA8211588

CHAPMAN, BARBARA HOLLAND, PH.D. *The University of North Carolina at Chapel Hill*, 1981. 157pp. Supervisor: Richard Brice

The purposes of the present study were to (a) investigate the relationships between questions parents ask their children and participation in the Parent Education Follow Through (PEFT) Program, and (b) to investigate the relationships beween questions parents ask their children and child achievement in reading. This study was based on an analysis of data originally collected in a 1977 study conducted by Patricia P. Olmsted.

The subjects were 33 PEFT and 31 non-PEFT parent-child dyads selected from a community of approximately 50,000 in the state of Washington. All participants were low-income and white. The children involved in the study were enrolled in the first grades of five schools. The PEFT children had also been enrolled in PEFT kindergartens, thus insuring that the PEFT parents had been receiving home visits from a trained PEFT paraprofessional for at least two years. None of the non-PEFT participants had ever been involved in a home visitation program.

Written transcripts, prepared from videotapes of the parent-child dyads during a book-reading activity, were coded for (a) the total number of questions asked of the child by the parent, (b) the number of different cognitive and non-cognitive categories of questions asked of the child by the parents, and (c) the number of questions the parent asked of the child within seven cognitive categories (based on Bloom's *Taxonomy*) and two non-cognitive categories. Child achievement in reading was based on scaled scores for Total Reading from the Stanford Achievement Test Primary Level I Battery.

The relationships between the total number of questions asked and the number of different categories from which questions were asked and participation or non-participation in the PEFT Program were tested statistically with a *t*-test procedure. No significant relationships were indicated ($p > .05$).

A multivariate analysis of variance was performed to test the relationship between participation or non-participation in the PEFT Program and the number of questions asked within each of nine categories. Due to the exploratory nature of the present study, the result of this analysis of the full model was considered significant, $F(9,54) = 1.78$, $p < .09$. The follow-up univariate analyses indicated significant differences ($p < .05$), favoring the PEFT parents, within five categories associated with "higher level" cognitive processes. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

THE RELATION OF SURFACE STRUCTURE COMPLEXITY AND LINGUISTIC FORM TO READING ACHIEVEMENT

Order No. DA8220919

CURRO, PAULA MARIE, ED.D. *Boston University School of Education*, 1982. 253pp. Major Professor: James Flood

This study investigated developmental differences in the processing of varied print structures and forms. The study examined four surface structures: kernal, coordination, clause, and coordination/clause; and two linguistic forms: nongrammaticality and redundant paraphrase. Each pattern was used to develop six passages containing identical deep structure and vocabulary levels. Students read passages containing each pattern performing three tasks: free recall, cued recall, and paraphrase. Forty-eight hours later, free recall and cued recall tasks were repeated. The subject sample consisted of 108 students from a Boston suburb. Prior to testing, appropriate levels of the *Gates MacGinitie Reading Tests* were administered to obtain norm-referenced reading comprehension scores.

Two independent variables with three levels were examined: grade (4, 7, 10) and reading level (stanine 2, 5, 9). Six dependent variables were performance on six passages. A 3 x 3 factorial design with repeated measures utilizing blocking by Latin squares was used. Analyses of data included descriptive and statistical results.

Quantifiable data was analyzed by two-way analyses of variance which allow for simultaneous evaluation of the effects of reading and grade level to reveal effects of passage type on performance within and across reading levels. A regression was performed on raw score with passages for each grade level.

Results of two-way anovas indicated that effects of surface structure influenced comprehension among all but the highest performing groups. Also, curves representing mean performance on simple to complex passages progressed in a curvilinear manner for lowest groups, a linear manner for middle groups, and was flat for highest groups. This indicates a developmental shift in passage type on which optimal comprehension performance is achieved. Regression results revealed that within grades, those structures most unlike those typical of a grade's language development level best differentiated between good and poor readers.

Overall, results suggest ability to process varied surface structures and forms may be dependent on grade, reading level, and passage type processed. Comprehension of prose must therefore be viewed as an interactive process, considering the joint function of text and reader.

RELATIONSHIPS BETWEEN STUDENT ACHIEVEMENT IN READING AND LIBRARY MEDIA PROGRAMS AND PERSONNEL

Order No. DA8214981

DIDIER, ELAINE KARIN MACKLIN, PH.D. *The University of Michigan*, 1982. 197pp. Co-Chairs: Helen L. Snoke, Kenneth E. Vance

The purpose of this study was to investigate the relationship between public elementary school students' achievement in reading and study skills and several aspects of library media programs and school finances. The major hypotheses of the study were: that student attainment of reading and study skills would be significantly greater in districts with one library media specialist per building than in districts without such personnel; that there would be significant positive relationships between the educational attainment of library media personnel and their curricular role, and between the presence of full-time library media personnel and student access to the library media center.

This investigation was accomplished by using: (1) district summaries of fourth and seventh grade students' scores on the reading section of the Michigan Educational Assessment Program (MEAP), a state-wide objective referenced test; (2) library media program information from a survey of public school library media programs in Michigan; (3) financial data regarding public school district State Equalized Valuation (S.E.V.) and expenditures for instruction. A sample of 94 districts was selected for inclusion in the study on the basis of the ratio (one-to-one or zero-to-one) of professional library media personnel per building serving third and sixth grade students, i.e., the year prior to administration of the MEAP tests.

Major findings in the study were: (1) Student achievement in reading, study skills and use of newspapers was significantly greater at the seventh grade level in schools with library media personnel as compared to schools without; (2) Student access to the library media center was significantly greater in schools with professional library media personnel than in schools without; (3) The education of the library media specialist was inversely related to curricular role and overall student achievement in reading at the fourth grade level, and to student access at both grade levels; (4) There was a strong positive correlation between district State Equalized Valuation (S.E.V.) and instructional expenditures per pupil in districts with professional library media personnel. In districts without such personnel, there was no correlation between the two factors.

SOME EFFECTS OF ELEMENTARY SCIENCE TEXTBOOK READABILITY LEVELS ON SCIENCE ACHIEVEMENT OF ELEMENTARY STUDENTS WITH LOW, AVERAGE, AND HIGH READING ABILITIES

Order No. DA8215379

FIELD, MAURICE HOUSTON, ED.D. *The University of Tennessee*, 1982. 142pp. Major Professor: Dr. W. W. Wyatt

The purpose of this study was to investigate some of the effects of elementary science textbook readability levels on science achievement of elementary school students with low, average, and high reading abilities as measured by the *Metropolitan Achievement Tests: Science*.

The total reading achievement score obtained on the *Metropolitan Achievement Tests: Elementary Form F* was used to subdivide 111 students into three reading ability groups. The three groups were found to be significantly different when compared on total reading achievement scores and later were found to be significantly different when compared on science achievement scores obtained from the *Metropolitan Achievement Tests: Intermediate Form G* administered in April 1980. The gains in total reading achievement were not significantly different from gains in science achievement for any of the three reading ability groups. Gains were calculated from scores on the *Metropolitan Achievement Tests: Intermediate Forms F and G* administered in October 1978 and April 1980 respectively.

Investigation of the relationship between ability to read the *Metropolitan Achievement Tests: Intermediate Form G* and scores above 6.7 on science achievement indicated that students who scored above 6.0 on total reading achievement tended to score above 6.7 on science achievement. Study of the relationship between ability to read the sixth grade science textbook and scores above 6.7 on science achievement indicated that students who scored above 7.0 on total reading achievement tended to score above 6.7 on science achievement. Students who scored below 7.0 on total reading achievement had an equal opportunity of scoring above or below 6.7 on science achievement.

A review of the findings led to the following conclusions: (1) Science achievement as measured by the *Metropolitan Achievement Tests* was affected by total reading achievement. (2) Gains in science achievement scores and total reading achievement scores tended to progress concurrently. (3) Science achievement scores were adversely affected when students responded to an achievement test with an estimated readability level that exceeded the total reading achievement level of the individual student. (4) Science achievement scores were adversely affected when students studied a basal elementary school textbook which had an estimated readability level which exceeded the total reading achievement level of the individual student.

THE EFFECT OF SITUATIONAL CONTEXT ON THE READING STRATEGIES OF LEARNING DISABLED AND AVERAGE ACHIEVING STUDENTS

Order No. DA8217410

FILIP, DOROTHY, ED.D. *The University of Arizona*, 1982. 119pp. Director: Candace S. Bos

An emerging theory of learning disabilities characterized learning disabled students as inactive learners who do not spontaneously employ task-appropriate cognitive strategies. This study addressed the range of tasks to which this characterization applies. It compared learning disabled and average achieving students' spontaneous activation of differential reading strategies as evoked by the situational context of reading tasks.

Subjects were 20 learning disabled and 20 average achieving seventh graders. Groups were controlled for age and non-verbal intelligence. Learning disabled students had been diagnosed as such and exhibited serious reading difficulties.

Within two experimentally induced situational contexts, students read and retold short, narrative passages which contained interpropositional consistencies. Within a storytelling context, designed to maximize interaction between text and background knowledge, subjects were instructed to think about the appropriateness of the passage for young children and imagine a first-grade audience while accurately retelling the passage. Within a memory context, designed to maximize differentiation of text from background knowledge, the same subjects were to read and retell another story for the sole purpose of maintaining accuracy. Stories were counterbalanced across contexts.

Retellings were categorized as either evidencing distortions which resolved text inconsistencies or as accurately maintaining the inconsistencies of the original text. Nonparametric tests were used for data analysis. Results indicated that both groups shifted retell strategy in response to situational context, with no significant differences between groups. Within the storytelling context, retellings tended to resolve passage inconsistencies. Within the memory context, retellings were generally accurate in their maintenance of inconsistencies. The memory context also fostered increased accuracy for both groups on a sentence recognition task. Responses to comprehension monitoring questions suggested on relationship between retell strategy and students' expressed awareness of text inconsistency.

Findings indicate that both learning disabled and average students respond to situational contexts of reading tasks. They can activate increased interaction between text and background knowledge or increased differentiation of text from background knowledge. It was concluded that the characterization of learning disabled students as cognitively inactive does not apply to the spontaneous activation of differential reading strategies evoked by the situational context of the reading act.

A COMPARISON OF THE EFFECT OF INSTRUCTOR-DESIGNED READING MATERIALS AND THE EFFECT OF PROGRAMMED READING MATERIALS ON SELECTED READING SKILLS AND ACADEMIC ACHIEVEMENT OF INTERCOLLEGIATE FRESHMAN STUDENT ATHLETES

Order No. DA8218729

FINN, BEATRICE, ED.D. *Oregon State University*, 1982. 203pp. Major Professor: Dr. Kenneth M. Ahrendt

The purpose of this study was to compare the effect of instructor-designed reading materials and the effect of programmed reading materials on selected reading skills and academic achievement of intercollegiate freshman student athletes.

For purposes of comparison, two groups were established: Group A consisted of fifteen students who were randomly selected from a group of fifty-six students scoring below the 50th percentile rank on the *McGraw-Hill Basic* Skills System Reading Test, Form A, Part III, during the Fall Term, 1980; Group B was comprised of thirteen students who were randomly selected from a larger group of seventy-five students who scored below the 50th percentile rank on the *McGraw-Hill Basic Skills System Reading Test, Form A, Part III*, during the Fall Term, 1981. Pretest and posttest data were collected using parallel forms of the *MHBSS Reading Test*.

A one-way analysis of covariance and student's "t" test was used to analyze the data. Analysis of the data indicated that the hypotheses were sustained rather than rejected at the five percent level of confidence. Moreover, significant gains were indicated for two of the six paragraph comprehension subskills and the composite score of these subskills.

Three conclusions are suggested as a result of this study: (1) Gain scores in organizational skills and study-type reading do not necessarily aid in improving grade-point averages. (2) The freshman student athletes' grade-point averages did not reveal a significant difference that could be accounted for as a direct result of the two treatments utilized. (3) A reading improvement course is helpful to freshman student athletes in enhancing their overall basic reading skills during one quarter of instruction, as indicated by the composite gain score.

Recommendations. (1) Replication of the materials in this study using a greater number of freshman student athletes, and instruction given over a longer time span. (2) Development of content materials from subjects' textbooks designed to identify and teach other reading comprehension skills which may contribute to a higher grade-point average. (3) Replication of this study utilizing a control group of regular college students.

THE ACQUISITION AND TRANSFER OF A NEW READING SKILL IN STUDENTS WITH HIGH OR LOW SELF-CONCEPT

Order No. DA8216122

FOSTER, GLENDA CLAIRE, PH.D. *New Mexico State University*, 1982. 84pp. Chairperson: Dr. Sharon L. Wooden

The purpose of this dissertation was to examine the acquisition and transfer of novel reading skills in students matched on intelligence and reading ability, but differing in reading self-concept/self-esteem. This research examined (a) rate of learning on an initial word learning paired-associates task, (b) transfer of learning to a paragraph reading task, (c) transfer to an isolated word reading task. Specifically, it addressed the following question: Would students matched for intelligence and initial reading performance but differing on reading self-concept and self-esteem display different rates of learning on a new-word reading task, different levels of comprehension and word recognition on a paragraph reading task, or different levels of performance on a second new-word reading task?

The population of this study consisted of 267 fifth and 277 sixth graders at Stout Intermediate School, Silver City, New Mexico. All students were placed in regular classrooms. Children classified as exceptional were not used in this study.

From this population, ten pairs of fifth and ten pairs of sixth graders were matched on the variables of intelligence, reading achievement, and sex but differed on reading self-concept and reading self-esteem. At the fifth-grade level, five pairs were male and five pairs were female. At the sixth-grade level, four pairs were male and six pairs were female.

Results. At the fifth-grade level, no significant differences between the high and low reading self-concept/self-esteem groups were detected on the variable of word learning. Significant differences were detected on the variables of paragraph reading, comprehension, and isolated word reading. At the sixth-grade level, no significant differences were detected between the group means for any variable.

A STUDY OF THE RELATIONSHIP BETWEEN SELF-CONCEPT AND READING ACHIEVEMENT IN GRADES 5, 8, AND 10

Order No. DA8213452

GEFTEAS, DEBORAH JOYCE GIANOURAKOS, ED.D. *Boston University School of Education*, 1982. 175pp. Major Professor: Thomas E. Culliton, Jr.

Statement of the Problem. The purpose of the study was to investigate the relationship between self-concept and reading achievement in grades 5, 8, and 10. The study sought to determine the effects of reading achievement, location, and sex on self-concept, and to determine interaction effects of these variables.

Procedures. One hundred eighty subjects--ninety above-average readers and ninety below-average readers--were selected. Sixty students per grade level were utilized. Delineations were made at each grade level; thirty suburban students and thirty inner-city students were employed. Subjects were administered: (a) the *Piers-Harris Children's Self-Concept Scale*; (b) the "Reading" subtest of the *Stanford Achievement Test*, Intermediate Level II (Form A), or the *Stanford Test of Academic Skills*, Level I (Form A). The data were statistically examined using the Pearson product-moment correlation, analysis of variance, and median chi-square tests.

Results. The major findings of the study were: (1) No significant relationship existed between self-concept and reading achievement in grade 5; a correlation of .39 ($p < .01$) was obtained in grade 8, and a correlation of .27 ($p < .05$) in grade 10. Of the total sample, it was found that no significant relationship existed between self-concept and reading achievement. (2) Reading achievement had no effect on self-concept in grade 5; in grades 8 and 10, reading achievement had a significant effect on self-concept at the .05 level. Of the total sample, reading achievement had a significant effect on self-concept at the .001 level. Location had no effect on self-concept in grades 5,8, and 10. Sex had no effect on self-concept in grades 5 or 8; in grade 10, sex had a significant effect on self-concept at the .01 level. (3) Location and sex had an interaction effect on self-concept at the .03 level in grade 5; in grade 8, location, sex, and reading achievement, combined, had an interaction effect on self-concept at the .05 level.

Conclusions. The major conclusions drawn from this study were that the current scores do not indicate a significant relationship between self-concept and reading achievement in grade five. Above-average readers tend to possess higher self-concepts than below-average readers. No differences exist between self-concepts of suburban and inner-city subjects, or between males and females (although in grade 10 males possess higher self-concepts than females).

AN ANALYSIS OF READING ACHIEVEMENT OF FRESHMEN AT TRINIDAD STATE JUNIOR COLLEGE

Order No. DA8221562

GONZALES, DAVID MANUEL, ED.D. *University of Northern Colorado*, 1982. 87pp.

The Problem. The purpose of this study was to determine: (1) Whether freshman students, enrolled in English classes at Trinidad State Junior College, indicated a change in their reading achievement level after one academic year of study; (2) Was there a difference in readability scores between students who pre-tested at the beginning of the school term fall quarter and those who pre-tested in the spring quarter in the New English section offered to accommodate foreign students; (3) Was there a significant difference between the readability scores of students when separated by area of study and if there was, what were the possible reasons, (4) Did the data indicate that minority students' scores differed significantly from other students; (5) Were the C.A.T. reading scores predictors of student g.p.a.?

Procedures. The study consisted of administering the reading sections of the revised (1970) California Achievement Test, in a pre/post-test format. The population consisted of freshman students enrolled in Freshman English at Trinidad State Junior College.

Findings. (1) The control group indicated a composite g.e. mean increase of approximately one-half level after one academic year of study. (2) Students in the total group scored over one grade equivalency higher than students in the special English section. (3) Reading achievement scores differed significantly when they were separated by areas of study. (4) None of the r-correlations between reading scores and g.p.a. were significant. (5) Minority student's reading scores were lower when compared with Anglos, however improvement was greater.

Conclusions. (1) It can be concluded that an academic year of study at Trinidad State Junior College resulted in approximately one half grade level increase in reading achievement. (2) It can be concluded that the average reading ability of entering foreign students is approximately one grade level lower than Anglo students. (3) It can be concluded that the range scores give a more definitive profile of students' reading achievement for all categories. (4) It can be concluded that Anglo students entered college with significantly higher reading ability than Hispanic, Foreign and Black students.

A PSYCHOLINGUISTIC ANALYSIS OF THE READING STRATEGIES OF LOW, AVERAGE, AND HIGH ABILITY READERS ACROSS SELECTED CONTENT AREAS

Order No. DA8221081

GUZZETTI, BARBARA JEAN, PH.D. *University of Colorado at Boulder*, 1982. 152pp. Director: Associate Professor Philip P. DiStefano

This study focused on readers' attempts to gain meaning from three content passages through using the syntatic and semantic cue systems. The study's purpose was to expand extant research through parametric analysis of reading strategies of varying ability level readers.

The design employed a 3 x 3 x 6 repeated-measures analysis of variance and supplemental ethnographic techniques to examine the reading process of 36 fifth grade students. A stratified random sample of 12 low, 12 average, and 12 high ability readers was selected as participants; 2 students from each ability level were selected from each of 6 teachers' classrooms.

Procedures specified by *The Reading Miscue Inventory Manual* were employed to analyze students' reading strategies. Students were audio-recorded as they read aloud and retold passages from science, social studies, and literature texts. The passages were controlled for order, format, length, and readability. Miscues were coded in categories 5-9 of RMI analysis. Means were computed which reflected the readers' strengths in each category. Means were also computed for retelling scores. The data were subjected to repeated-measures analysis of variance. The Newman-Keuls multiple comparisons procedure was used to determine specific areas of difference.

Students and their teachers were interviewed to illuminate possible differences in the reading process across content areas. Questions for students revealed interest preferences, questions for

teachers revealed their relative emphasis of each of the three content areas in classroom teaching.

Conclusions derived from the findings included: (1) High, average, and low ability level readers are consistent in using syntatic and semantic cues to reconstruct meaning; the application of these strategies does not vary with reading content. (2) Teachers' emphasis in a specific content area can affect the interest of varying ability level students in that area. (3) It is not the material's content in and of itself that affects the ability of any type of reader to reconstruct meaning. It is the reader's prior knowledge and interest in content material that influences comprehension.

Recommendations are given for teachers, clinicians, parents, and researchers.

TRANSITIONS INTO LITERACY: A PSYCHOLINGUISTIC ANALYSIS OF BEGINNING READING IN KINDERGARTEN AND FIRST GRADE CHILDREN

Order No. DA8217497

HAUSSLER, MYNA MATLIN, PH.D. *The University of Arizona*, 1982. 427pp. Director: Yetta M. Goodman

The purpose of this study is to describe the relationship of developing print awareness in eight kindergarten and first grade children to their development in beginning reading of texts. The following questions are analyzed: (1) What is the relationship of awareness of environmental print to beginning text reading? (2) What is the relationship of book handling knowledge to beginning reading? (3) What is the relationship of metalinguistic awareness to beginning reading? (4) Do these relationships change over time?

This descriptive, longitudinal study over one year presents several types of data collected and analyzed with the following instruments: audio taped recordings using the script "Signs of the Environment"; *Sand, A Diagnostic Survey: Concepts About Print*; informal teacher interviews; parent surveys; tape recordings of the children's reading analyzed with miscue techniques; and classroom observation.

The data indicate that the children in this study are aware of environmental print in context. When the print becomes decontextualized, differences are seen between middle- and working-class children. While environmental print awareness was used to select high and low groups, the groups did not remain constant when observed in relationship to reading connected discourse.

Children whose parents reported early book experiences demonstrate the greatest knowledge about using books and about the reading of connected discourse. Metalinguistic awareness does not appear to be closely related to success in beginning reading.

In their transitions into literacy, children first use personal experience and context to gain meaning from print in the environment and in books. Knowing that print makes sense, children use contextual supports to read print in the environment and apply semantically-oriented transitional reading responses to the reading of connected discourse. As they read from books, their focus narrows from using pictures, knowledge of plot, and past reading experience to focus on print. As children discover that their transitional reading responses do not work on connected discourse, they begin to integrate reading strategies to text.

Whole language classrooms, like the one in this study, are important to beginning readers, particularly to those who need additional support for making the transitions into literacy, because it highlights all beginning reading of functional print.

THE ROLE OF STIMULUS STRUCTURE AND SUBJECTIVE PREFERENCE IN THE DEVELOPMENT OF SELECTIVITY IN GOOD AND POOR READERS

Order No. DA8227087

HOUSE, STEVEN CARL, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1982. 88pp. Major Professor: Paul R. Dokecki

The purpose of this study was to assess the value of a transactional and ecological model of behavior in describing and explaining the selectivity of learning disabled (LD) children. Through this model, a child's ability to process selectively multifaceted stimuli is codetermined by environmental structure and child characteristics. Because the selectivity of learning disabled children is typically viewed as a static process, it was suggested that a more dynamic assessment of the role of environmental variation in selectivity could clarify LD performance difficulties. The salience of stimulus content and the task's instructions reflect transactional variables important in selectivity that have not been investigated developmentally in LD children.

The procedure (variants of Hagen's central and incidental task) involved the manipulation of salient drawings, related either thematically (e.g., cow-farm) or taxonomically (e.g., car-truck), tested under instructions that designated a subset of the stimulus or the entire stimulus as relevant to task solution. Other factors were age (7-8 and 11-12 year olds) and good or poor reading ability.

The results indicated that older children recalled more central and incidental information than younger children, even when instructed to attend to only central stimuli. A significant age x achievement group interaction for central scores was interpreted as demonstrating a developmental lag in encoding processes for poor readers. Good readers also obtained higher incidental scores than poor readers interpreted as due to encoding differences. A selective attention efficiency score yielded nonsignificant age and achievement group effects. These interesting findings were interpreted as suggesting that selectivity can be differentiated into specific and general modes related to the structure of the stimulus and age and achievement level of the child. The effect of instructions was significant. All children altered their development of attention to the stimuli equivalently when so instructed, contrary to indications in the literature. Salience, however, was found to have little effect upon the children's selectivity.

The transactional and ecological model of behavior was found to be relevant to a description of selectivity changes over age and achievement level. Stimulus structure and child characteristics should be important considerations when investigating selectivity and its development.

THE EFFECT OF GROUP RELAXATION EXERCISES ON SECOND AND SIXTH GRADE CHILDREN'S SPELLING SCORES

Order No. DA8217982

JOHNSON, POLLY LEWIS, ED.D. *Northwestern State University of Louisiana*, 1982. 112pp. Director: Dr. Bob G. Lumpkins

Purpose of the Study. The purpose of this study was to investigate the effects of short-term, group relaxation exercises on second and sixth grade children's spelling scores. No short-term relaxation training research involving spelling instruction has been previously reported in the literature.

Procedure. In this investigation, a pretest-posttest control group design was utilized with the pretest as covariate and the posttest as the dependent variable. One experimental and one control group at the second grade level and one experimental and one control group at the sixth grade level were established. Experimental groups were given relaxation training with spelling instruction. Control groups were given no relaxation traning with spelling instruction.

Conclusions. Within the limitations of the study, the following conclusions were drawn: (1) Relaxation training is effective in improving spelling achievement of second grade children. (2) Second grade students with previously identified "good" or "poor" spelling skills can benefit from relaxation training as measured by their spelling performance on word lists selected from their grade level. (3) Relaxation training is effective in improving spelling achievement of sixth grade children. (4) Sixth grade students initially identified as "poor" spellers showed more spelling improvement from pretest to posttest than did the sixth grade students initially identified as "good" spellers. (5) Providing relaxation training to "good" sixth grade spellers may not benefit their recall of written word lists. (6) Short-term relaxation training (in this study, 9 sessions) appeared to have a beneficial effect on children's spelling performance.

THE RELATIONSHIP OF SELECTED FACTORS TO THE INDEPENDENT READING OF ELEMENTARY SCHOOL CHILDREN

Order No. DA8219473

KEMP, LOIS AILEEN, ED.D. *East Texas State University*, 1982. 141pp. Adviser: L. D. Briggs

Purpose of the Study. The primary purpose in this investigation was to analyze the current status of selected independent reading habits of students in grades two and three. A secondary purpose of this study was to determine if significant relationships existed between these habits and the factors of reading comprehension, socioeconomic status, and sex.

Procedure. The random sample consisted of 146 second- and third-grade students in a metropolitan school district. The study was conducted during the fall of 1981 for a six-week period. Data were obtained from a reading record, the *Iowa Test of Basic Skills*, and the *Duncan Socioeconomic Index*.

Findings. A Pearson's *r* showed a significant relationship at or beyond the .05 level of confidence for eighteen measures. The significant correlations for reading comprehension level were: (1) Grade two below grade level: number of books read, books obtained from the school and public libraries, and self-selection of books (negative). (2) Grade three above level: number of books read, number of known authors, books obtained from the school library, and self-selection of books (positive).

The significant correlations for sex (all favoring the girls) were: (1) Grade two: number of books read, books obtained from the school library, and self-selection of books (positive). (2) Grade three: number of books read, number of known authors, books obtained from the school and classroom libraries, and self-selection of books (positive).

The significant correlations for third-grade socioeconomic class were: (1) Middle or upper socioeconomic class: books obtained from sources other than a friend or the school, classroom, public, or home libraries (positive). (2) Lower socioeconomic class: books obtained from the classroom library (positive).

Conclusions. Accessibility appeared to have a direct influence on literature read by most groups, while an awareness of author appeared among the more mature students. In both second and third grade, girls read more books, obtained more books from the school library, and were more independent in their selection of books than boys. Socioeconomic status was not a major determinant of the individual reading habits researched in this investigation.

A STUDY OF READING ACHIEVEMENT AND SOCIAL DEVELOPMENT ASSOCIATED WITH FOUR PATTERNS OF CHILD CARE - PARENTAL HOME, PARENTAL HOME PLUS NURSERY SCHOOL, OUT OF PARENTAL HOME, AND DAY CARE CENTER

Order No. DA8220235

KHANNA, SANTOSH B. KAPOOR, PH.D. *Ball State University*, 1982. 95pp. Chairman: Dr. Donavon D. Lumpkin

The purpose of the study was to determine if differences exist in scores on reading achievement subtests and ratings on social development subscales for children exposed to four reported patterns of child care practice.

The sample consisted of 143 children that experienced different patterns of child care practices between ages of three to five and who were presently enrolled in grade two in four elementary schools in Muncie, Indiana.

Three assessment instruments including a parent questionnaire, subtests from the *Iowa Test of Basic Skills*, and social development subscales adapted from *Preschool Attainment Record* (PAR) were employed in this study.

A two way (2 x 4) multivariate analysis of variance (MANOVA) was conducted for testing the equality of vectors for the mean scores on reading achievement subtests and mean ratings on social development subscales. The two independent factors considered were patterns of child care practice and sex of the child. For purposes of the analysis, a testing sequence of effects was conducted since unequal cell sizes obtained produced a nonorthogonal design. The interaction effect between the two factors was obtained following the tests of the two main effects within the sequence. Preliminary to testing the hypotheses it was necessary to first test for a significant interaction between the factors of patterns of child care practice and sex. Although no hypothesis was specified for sex factor, this factor was used to eliminate any possible unexplained variance from the within variability.

No significant differences were found between vectors of mean scores on the basis of patterns of child care practice. Consequently, the first null hypothesis that there is no difference among vectors of mean scores on reading achievement subtests could not be rejected. The second null hypothesis that there is no difference among the vectors of mean ratings on social development subscales, too, could not be rejected. There seems to be little influence exerted by pattern of child care practice on reading achievement and social development of children in this sample.

AN EXPERIMENTAL INVESTIGATION OF THE EFFECTS OF HYPNOTICALLY INDUCED SUGGESTIONS ON SELF CONCEPT AND READING PERFORMANCE

KOE, GEORGE GERALD, ED.D. *The University of British Columbia (Canada)*, 1981. Supervisor: Dr. O. Oldridge

The purpose of this study was to investigate the extent to which post-hypnotic suggestions could be used to improve self concept and to influence reading performance without instruction in reading. Self concept and achievement suggestions were compared to determine which would have the greater effect on subjective reports of improvement on the Debriefing Questionnaire and in scores on the Tennessee Self Concept Scale (TSCS) and Nelson-Denny Reading Test (N-D). Self-esteem and othr-esteem suggestions were compared to determine which would have the greater effect on self concept.

Fifty-two volunteer subjects from the University of British Columbia student population were assigned randomly to the cells of the design. A Latin-square design was used to administer four sets of tape-recorded post-hypnotic suggestions designed to improve either self concept or reading performance. Adaptations of Hartland's Ego Strengthening Technique were used. Hypnotic depth was measured during each session.

Differences among groups were compared using a regression analysis with pre-test performance, IQ, susceptibility, hypnotic depth, and sex as covariates. Main effects were found for susceptibility on the Debriefing Questionnaire, N-D, and TSCS. On each measure, susceptible subjects scored higher than unsusceptible subjects. Main effects for tranceability were found on two subtests of the Debriefing Questionnaire and one subtest of the TSCS. On each measure, tranceable subjects scored higher than untranceable subjects.

Post-hypnotic suggestion was found to be effective in improving some aspects of reading achievement and self concept. However, subjects were unable to relate subjective reports of the benefits of hypnosis with their actual test performance. Inability to identify correctly areas of improvement, when actual improvement was made, casts doubt on the usefulness of subjective reports of the efficacy of treatment in studies using hypnosis.

Post-hypnotic suggestions directed towards altering the subject's perception of the opinion of others were found to be more effective than self-esteem suggestions in altering self concept. However, the high initial level of self-satisfaction may have confounded this result. A change in attitude may have also reduced the effectiveness of self-esteem suggestions.

The study also suggested that post-hypnotic suggestions may be a negative and frustrating experience for highly susceptible subjects when the post-hypnotic suggestions do not meet subject expectations. The majority of subjects apparently expected suggestions in the area of self concept. This expectation may have decreased the effectiveness of achievement suggestions.

EFFECT OF NONPROMOTION ON SELF-CONCEPT AND READING ACHIEVEMENT

Order No. DA8224670

LAUGHLIN, CAROL ANN, PH.D. *Case Western Reserve University*, 1982. 99pp.

The purpose of this study was to determine the relationship between reading achievement and self-concept when comparing two high risk students groups: (1) a group of students that had been regularly promoted and (2) a group of students that had been retained or nonpromoted. The study was designed to find out if there were differences in the self-concept and reading achievement between these two groups of students. Reading achievement was defined as reading vocabulary and reading comprehension.

The pool of high risk students was identified during the regularly scheduled Metropolitan Readiness testing done in kindergarten classes. High risk was defined as those students that scored at or below the 23rd percentile. Two years later, those students still

enrolled in regular classes, some of whom were in second grade and some of whom were in first grade, were tested using the California Achievement Test and the Self Observation Scale. The reading vocabulary and reading comprehension sections of the California Achievement Tests were used. The subtests of the Self Observation Scale were: self acceptance, social maturity, school affiliation, and self security.

The design for the study was ex post facto since retention, the independent variable, had occurred prior to the study. Multiple Regression techniques were used to perform an Analysis of Covariance to test the research hypotheses. A significant difference was found in one of the five research hypotheses at the .05 alpha level. This hypothesis indicated a significant positive relationship between reading achievement and the promoted group. From this study a positive relationship was found between reading achievement and promoted students while there was no significant relationship evident between self-concept and either the promoted or nonpromoted high risk students.

THE EXTENT AND MANNER OF RELATIONSHIP BETWEEN FACTORS KNOWN TO BE RELATED TO ACHIEVEMENT IN READING AND TWO ASPECTS OF COGNITIVE STYLE [AUDITORY AND VISUAL]

Order No. DA8224538

LEBETKIN, PETER, PH.D. *The University of Connecticut*, 1982. 104pp.

The purpose of this study was to determine possible relationships between the dependent variable of achievement in reading and the independent variables of age, sex, visual-cognitive style (attention and pattern recognition, and memory), auditory-cognitive style (attention and pattern recognition, and memory).

Subjects were 62 suburban ninth graders in 1979. The Gates-MacGintie Reading Test Survey E, and subtests of the Goodman-Fristoe-Woodcock Auditory Skills Test Battery and Detroit Tests of Learning Ability were administered.

Partial correlations were run between reading achievement and the other variables when controlling for sex and age. The following were examined: (1) the strength of the relationship between reading achievement and the other variables; (2) the order of the variables to be entered into the regression equation; (3) whether factors should be collapsed to form composite variables; and, (4) whether curvilinearity was present.

Step-wise multiple regression was performed to (1) determine the predictive ability of sex and age, (2) evaluate which independent variables were statistically significant in accounting for variance in reading achievement, and (3) determine whether cognitive style of any of its individual components would add to the prediction of achievement in reading.

Analysis indicated that there is a statistically significant relationship between students' reading achievement and (1) aggregate-cognitive style, (2) visual memory, and (3) aggregate visual-cognitive style. No statistically significant relationship was found between reading achievement and (1) visual attention and pattern recognition, (2) auditory attention and pattern recognition, (3) auditory memory, and (4) aggregate auditory-cognitive style.

Results seem to suggest that cognitive styles of learning may help suburban secondary school students to achieve in reading. Instruction that utilizes cognitive styles, especially visual memory, to teach reading may help the number of secondary school students who read below potential.

THE EFFECT OF TEACHER-DIRECTED PARENTAL ASSISTANCE ON FIRST GRADE READING ACHIEVEMENT

Order No. DA8220209

LONG, CAROLYN MACLEOD, PH.D. *University of South Carolina*, 1982. 58pp.

This inquiry investigates the impact of a teacher-directed parental assistance component on a first grade reading program. The 62 subjects that participated in the study were enrolled in a middle class suburban elementary school in a metropolitan area of approximately 350,000 in the southeast. The *Comprehensive Test of Basic Skills* (CTBS) was administered to the treatment and control groups as a pre and posttest in order that the gains made by each group at the end of the project year might be examined.

These data were subjected to a t test to test the first hypothesis, namely, there is no significant difference in the reading achievement of children who were taught reading using a teacher-directed parental assistance component and the reading achievement of children who were taught reading without a teacher-directed parental assistance component. The gains, when subjected to a t test, were not significant. Therefore, the null hypothesis was supported.

A STUDY OF VARIABLES RELATING TO THE VOLUNTARY READING HABITS OF EIGHTH GRADERS

Order No. DA8223216

MARSTON, EMILY WRIGHT, ED.D. *Harvard University*, 1982. 228pp.

Research has repeatedly shown extent of reading to vary with age, sex, reading ability, and socioeconomic status (SES). Taking these into account, the study asked what additional increment to the prediction of reading occurred with the addition of measures of access to print (at home and in libraries) and measures of the extent to which out-of-school time is committed to other activities. The reading criterion variables were amount of time reported spent in reading books, magazines, and comic books, and frequency of use of school and public libraries.

A questionnaire was constructed and administered to 129 students in eight schools in an urban system. Participating schools were selected to represent the range of population values. Student participation was voluntary, with parental consent.

Means, medians, standard deviations, and first-order correlations were computed for all variables, and stepwise multiple regression analysis carried out for each criterion, for the sample as a whole and by sex.

Females reported significantly more time reading books than did males. Overall, reading achievement and SES were less powerful than had been anticipated, and where significant, for females only.

For both sexes, the most powerful predictors consistently came from the use-of-time measures. There was significant positive correlation between hours spent in reading and the composite of hours spent on other activities. The most significant predictors of reading were the hours spent on daily responsibilities.

Students reading more than predicted tended to be females, of higher reading achievement and of higher SES than the mean.

Findings are subject to limitations appropriate to self-report data from a small, voluntary sample, using statistical procedures that are essentially descriptive.

Several insights seem promising for future study. They include further investigation of relationships between reading and other uses of time, qualitative analysis of what is read by various groups of students, and process variables tending to offset conditions unfavorable to reading.

NUTRITIONAL STATUS RELATED TO READING ACHIEVEMENT IN A GROUP OF FIFTH-GRADE STUDENTS: A COMPARATIVE STUDY

Order No. DA8219477

MUNIZ, AMADITA ELLA RODRIGUEZ, ED.D. *East Texas State University*, 1982. 154pp. Adviser: Dr. LaVerne Rorie

Purpose of the Study. The purpose of this study was to examine the relationship of nutritional factors on reading ability. This study was concerned with analyzing the minerals and nutrients believed to be essential for optimal health and performance in children in relationship to their ability.

Procedure. The subjects who participated in this study were fifth-grade students enrolled in two rural elementary schools in south Texas. A stratified natural occurring group consisting of thirty-one students were drawn from the two extremes of reading levels.

The *Silvaroli Classroom Reading Inventory* was used to determine the instructional level for each student. The various levels of ten minerals in each student's hair were analyzed by the Vacuum Induction-Coupled Argon Plasma (VICAP) method. A comprehensive diet questionnaire elicited the food eaten by each student. An analysis of each student's intake of vitamins, carbohydrates, protein, and fats were calculated by computer analysis as compared to the recommended daily allowance and based on each student's weight, height, body structure, and age. The mineral analysis and nutritional evaluation were used to determine the degree of correlation between the nutritional status of each student and his achievement.

Findings. The statistical procedure utilized to test the significance of the null hypotheses produced the following findings: (1) There was no significant relationship between minerals and reading level. (2) There was no significant relationship between vitamins and reading level. (3) There was no significant relationship between carbohydrates and reading level. (4) There was no significant relationship between protein and reading level. (5) There was no significant relationship between fats and reading level.

Conclusions. On the basis of the findings of this study, the following conclusions were drawn: (1) There was no significant relationship between minerals, nutrients and vitamins, and reading levels. (2) There was no significant relationship between vitamins, carbohydrates, protein and fats, and reading level. (3) The findings indicate that further research needs to be done using a larger sample with a more critical evaluation and refinement on the data and instruments to be used.

RELATIONSHIP OF SCHOOL BOUNDARY CONDITIONS, GEMEINSCHAFT CONDITIONS, AND STUDENT ACHIEVEMENT SCORES IN READING AND MATHEMATICS IN SELECTED MILWAUKEE PUBLIC ELEMENTARY SCHOOLS

Order No. DA8217284

NUHLICEK, ALLAN LEE, ED.D. *Marquette University*, 1982. 269pp.

This study focused upon the problem of distinguishing school climate (Gemeinschaft) characteristics of selected Milwaukee public elementary specialty and traditional schools that would have potential value in predicting high educational outcomes as expressed in standardized reading and mathematics achievement scores.

The conceptualizations of an "Alternative Gemeinschaft Model" were tested within twelve elementary specialty and eight traditional schools by examining the relationships between School Boundary Conditions (special fragile goals, voluntary affiliation, selective admissions, teacher self-sorting) and Gemeinschaft Conditions perceived by students, teachers, and parents and by examining the relationships between Gemeinschaft Conditions and standardized reading and mathematics achievement scores within specialty and traditional schools as a group.

Student, teacher, and parent perceptions of the Gemeinschaft constructs of: Commitment, Perceived School Effectiveness, Organizational Jeopardy, and Social Cohesion were surveyed, along with demographic data, using questionnaires adapted from the 1978 British Columbia Gemeinschaft Study. Respondents included 892 students, 143 teachers, and 415 parents.

The dependent variable data of standardized reading and mathematics achievement scores for the sixth grade student population were obtained from class Metropolitan Achievement Test results.

The Statistical Package for the Social Sciences (SPSS) was used to analyze the study data, employing the following statistical procedures: descriptive statistics, t-tests, Pearson Product-moment correlations, step-wise multiple regression, two-way analysis of variance (ANOVA), and Scheffe's multiple means comparison test.

There were no significant differences between specialty and traditional schools as a group on Total Gemeinschaft scores, on the four major Gemeinschaft constructs, or on the dependent variable reading and mathematics achievement scores. Total Gemeinschaft scores were significantly related to reading and mathematics achievement in traditional schools; Perceived School Effectiveness was significantly related to reading achievement in specialty schools and reading and mathematics achievement in traditional schools; and Organizational Jeopardy was significantly related to mathematics achievement in traditional schools.

Analysis of the demographic data generally supported the overall conclusion to the study that: if the School Boundary Conditions posited in the Alternative Gemeinschaft Model are operative in the Milwaukee Public Schools due to desegregation policies, they do not appear to significantly favor the elementary specialty schools.

THE RELATIONSHIP BETWEEN DEMONSTRATED STORY GRAMMAR USAGE AND BEGINNING READING SUCCESS

Order No. DA8220963

ROBB-FUND, ADRIENNE BETH, ED.D. *Boston University School of Education*, 1982. 171pp. Major Professor: Roselmina Indrisano

The purpose of this study was to investigate the relationships between reading readiness, beginning reading achievement, home pre-reading habits and story grammar usage of first grade students attending a public elementary school in an upper middle class suburban community. It was hypothesized that students' generation and recall of stories would be related to reading readiness and reading achievement. It was also hypothesized that students' story grammar usage would be related to home pre-reading habits as described by parents.

Reading readiness was measured at the beginning of grade one by the use of the *Murphy-Durrell Letter Names Test*. End of grade one reading achievement was measured by the *Metropolitan Achievement Test in Reading*. A parent questionnaire probing the child's home pre-reading habits was sent to the subjects' parents at the beginning of grade one. Students were asked to generate and to recall a familiar folk tale at the beginning and end of grade one. Students' stories were analyzed and scored based on the Stein and Glenn continuum of story complexity.

The data were reported and treated in several stages using frequency tables, the Pearson R Coefficient of Correlation and multiple regression.

The data revealed that a majority of first grade students were able to generate stories that would be considered episodes. The data also revealed relationships between aspects of story generation and both reading readiness and reading achievement. The data also revealed positive relationships between subjects' receipt of magazines and readiness, achievement and story grammar usage. Negative relationships occurred between television cartoon viewing and story grammar usage.

Recommendations for further research and implications of the study's findings for educational practice were also offered.

THE RELATIONSHIP OF PERSONALITY ASSESSMENT AND ORAL READING MISCUE ASSESSMENT FOR SIXTH GRADE GIRLS AND BOYS

Order No. DA8225120

SCHAMROTH, MARILYN VINE, PH.D. *Hofstra University*, 1982. 209pp.

The major purpose of this exploratory, descriptive study was to gain insight into the relationship of personality factors and reading performance. Personality perspective was derived from theories of Hans Eysenck, who noted the biological bases for the personality continua of extraversion, emotionality, and toughmindedness. Reading was regarded from the psycholinguistic perspective of researchers, such as Kenneth Goodman, for whom the reading act represented an interaction of thought and language.

The subjects were thirty-six sixth grade boys and girls from two Long Island, New York, middle schools, who were identified as extreme on the three scales of the *Eysenck Personality Questionnaire (Junior)*. The subjects read selected passages from the *Reading Miscue Inventory*, and their performances were recorded, coded, and evaluated according to the criteria of the *RMI Manual*. In addition to the RMI criteria for assessment, the nature and quantities of the miscues from both halves of the readings were examined for emerging patterns of production. Qualitative analyses led to tabulations based on the relationships of sex, personality category, and reading performance.

Selected findings revealed the following: (1) across personality and sex, subjects effectively integrated grapho-phonic cues and avoided preference for any single cue selection pattern (2) within sex, introvert girls and low anxious boys had the most dramatically weak retelling performance (3) with the exception of the low anxious category, boys tended to have higher retelling scores than girls (4) with the exception of the toughminded category, boys tended to produce more miscues than girls (5) across sex and personality, substitutions were the most common, reversals the least common miscue.

The results supported the contention that there may be unique patterns of interaction based upon the relationship of reading with sex and personality. In this study, those patterns appeared to be most directly associated with comprehending rather than cueing measures. Furthermore, the interactions may be related to maturational factors which attend the physical and psychological profile of children at this developmental stage.

A STUDY OF THE RELATIONSHIPS BETWEEN STRUCTURED AND NONSTRUCTURED TELEVISION VIEWING AND READING ACHIEVEMENT AMONG FOURTH GRADE STUDENTS

Order No. DA8226873

SHARP, JERRY ELTON, ED.D. *University of Southern Mississippi*, 1982. 97pp.

Purpose of this study was to investigate the relationship between the criterion variable, reading achievement of fourth grade students in selected Mississippi public schools, and the predictor variables of structured and nonstructured television viewing and to determine whether or not this relationship is affected by the other predictor variables of age, race, sex, socioeconomic status, and time usage. The sample utilized in the study was comprised of 2,220 students from 20 Mississippi school districts. The sample was divided into two parts--ten schools in the structured television viewing sample and ten schools in the nonstructured television viewing sample.

The multiple linear regression technique, utilizing multiple correlation and analysis of covariance, was used to test the hypotheses of the study. Descriptive data including means and standard deviations were calculated for reading achievement scores while looking at structured and nonstructured television viewing, age, race, sex, socioeconomic status, and time usage.

The following major conclusions were offered: (1) A significant difference was established when comparing reading achievement scores between structured and nonstructured television viewing students. (2) The 90-minute reading class of time usage was found to improve the prediction of reading achievement. (3) A significant and positive relationship was established between structured television viewing and age.

EXPLORATION OF VARIABLES THAT AFFECT READING INTERESTS AND ABILITIES IN JUNIOR HIGH SCHOOL: AN EXPLORATORY STUDY

Order No. DA8220969

SMITH, KARL ALLEN, ED.D. *Boston University School of Education*, 1982. 108pp. Major Professor: Dr. Thomas G. Devine

This exploratory study is a review of the literature as it pertains to television, family reading habits, outside activities, interests, and early reading habits. These areas were used to determine what factors affect reading interest and ability in junior high school students. The author administered a questionnaire to 102 eighth grade students. The questionnaire found factors that influenced a student's interest and ability in reading.

The students were divided into five groups according to their percentile scores on the reading comprehension section of the *California Achievement Test*. The student responses were fed into the computer and a statistical correlation was done on the responses. This correlation was in regard to student percentile and their response to the various questions asked. By using a .08 sig T, the author identified eight factors that were considered statistically significant. The following areas had significant correlation to the individual student reading comprehension. The areas of significance were: how much leisure time a student had each week; how many books a student owned; how leisure time is spent, whether with friends or in sports; peer attitude towards reading; word understanding; difficulty of reading; and whether brothers or sisters read to younger children.

The study includes the student questionnaire and a breakdown of all the questions. These data are important and could be the basis for additional research. The data are included in the Appendix of the study.

In conclusion, the author identified eight topics that have varying degrees of influence on a student's interest and ability in reading. The data could be helpful for other researchers and the teacher in the classroom. With these data, the teacher could have a better understanding of the influences on reading interest and ability of students.

THE EFFECTS OF PARENT-GUIDED LANGUAGE ACTIVITIES ON READING ACHIEVEMENT OF CHILDREN AFTER FIRST GRADE

Order No. DA8213188

SNEE, BETH MUSSER, PH.D. *University of Pittsburgh*, 1981. 153pp.

The purpose of this study was to determine if parent involvement in home-based summer reading programs would have a positive effect on first graders' reading achievement and attitudes toward reading by the time they began second grade. The population for the study was 188 first graders enrolled in a small city, consolidated school. There was a total of forty-eight children whose parents consented to participate in the study and who were assigned to one of two treatment groups in a random manner, stratified in terms of age and sex. Twenty-two nonparticipating children were randomly assigned to the control group.

The parents of the students in the Oral Reading group read to their children approximately twenty minutes each day, while those of the students in the Language activities group helped their children with specified activities. Control children received no treatment.

The Gates-MacGinitie Reading Tests, Level A, Form 1, and Level B, Form 1 were used as pretests and posttests respectively. A questionnaire for parents was used to assess the responses of parents in the three groups. A reading attitude survey was used also.

The differences in effectiveness of the three treatments on the reading achievement were tested by analysis of covariance. Analysis of variance and descriptive statistics were used to test the differences in attitudes toward reading. Questionnaire responses were analyzed by crosstabulation of frequencies.

Comprehension was significantly increased when parents read to their children. The Oral Reading group gained an average five months in comprehension compared to an average two months gain by the Language group and an average of less than one month gain by the Control group. There were vocabulary gains in all groups, and the treatment groups gained an average three months to the Control's one month gain, although this difference was not significant.

Parents' interest and involvement seemed to make a distinct contribution to children's reading achievement.

MIXED DOMINANCE AND ITS RELATIONSHIP TO THE LEARNING PROCESS WITH REFERENCE TO READING

Order No. DA8218107

TAN, ELIZABETH YONG LIN, ED.D. *Seattle University*, 1982. 157pp. Supervisor: Constance Carter Cooper

This study which is library-based, was an extensive review of the research and related literature in the fields of neurology, psychology and education concerning the relationship between mixed dominance and specific reading disabilities. For more than half a century, this problem has been of great interest to researchers. The study reports research concerning the structure and function of the brain hemispheres, the role of cerebral dominance, lateral disorders and the phenomenon of mixed dominance and reading disability and the implications of this research for instructional methodology and curriculum reform.

The findings of the study are that mixed dominance does have an impact on the reading process and the author presents a number of recommendations for early prevention and remediation of the specific reading disability which appear to be associated with mixed dominance.

THE RELATIONSHIP OF READING ACHIEVEMENT AND THE SELF-CONCEPT OF VIETNAMESE REFUGEE STUDENTS

Order No. DA8225299

THAI, NGOC-MAI THI, PH.D. *The Florida State University*, 1982. 64pp.
Major Professor: Edwin H. Smith

The primary purpose of this study was to investigate the relationship between the reading achievement and the self-concept of Vietnamese refugee students in the intermediate grades. Other purposes are revealed in the research questions that follow: (1) What is the relationship between the reading scores and the self-concept scores of intermediate grade Vietnamese refugee students? (2) Is there a significant difference between the reading scores of intermediate grade Vietnamese boys and girls? (3) What is the effect of time in the United States on the reading scores of Vietnamese intermediate grade students? (4) Is there a significant difference between the self-concept scores of intermediate grade Vietnamese boys and girls? (5) Is there a significant relationship between the self-concept scores of intermediate grade Vietnamese students and the number of months they have lived in the United States?

The .05 alpha level of significance was used as the criterion for the rejection of the five hypotheses. The students' reading test scores were measured by the *Comprehensive Tests of Basic Skills*. The self-concept scores were measured by the *Piers-Harris Children's Self-Concept Scale*.

The population for this study consisted of 60 fourth, 60 fifth, and 60 sixth grade students in six schools in Orange County, Southern California.

The data were analyzed using the Pearson Product-Moment Correlation Coefficient, partial correlation, analysis of variance, and *t*-tests.

The findings imply that as the reading ability in English of Vietnamese students increases the self-concept improves. Also, the number of months that Vietnamese students have lived in the United States affects their reading ability. No sex differences were found. The length of time in the United States had no effect on self-concept scores.